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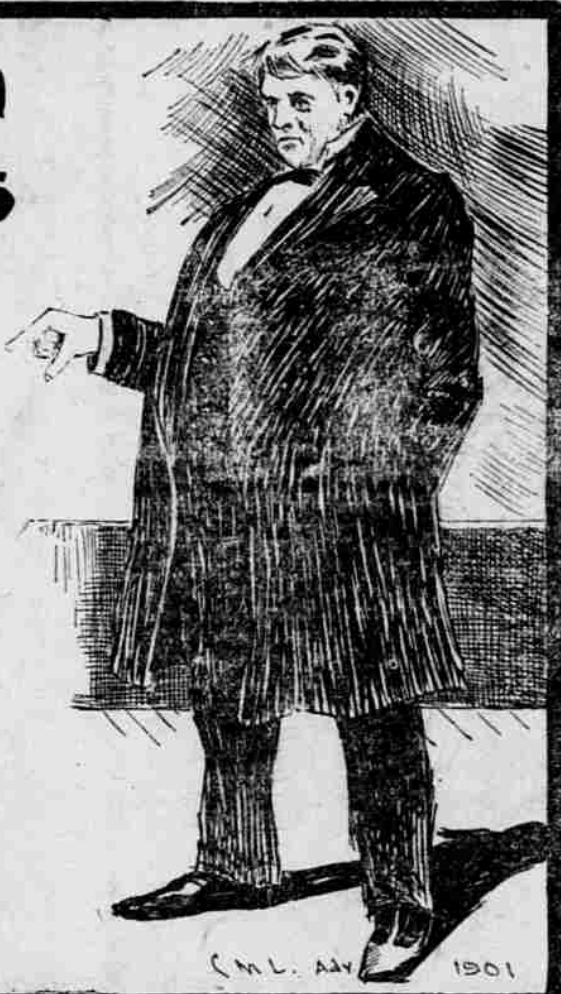
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## "THE GIRL I LEFT BEHIND ME" AT THE OPERA HOUSE



THE GIRL I LEFT BEHIND ME, the play to be staged tonight at the Opera House, will be produced with all the great scenic effects and climaxes that made it a favorite at the Alcazar. The play, which is from the pen of David Belasco and Franklin Fyles, is warm in sentiment, thrilling in story and intense in action. The plot is of a military tenor and deals with certain halfbreed incidents which involve the lives of United States Regulars, the officers and family in and around the Government headquarters in the "Blackfoot" country, while trying to suppress the blood-curdling "Sun Dances" practiced by the Indians during the early settlement of the great Northwest. The first act opens in the quarters of Major Kennions. A ball is in progress when word is sent that the Indians are gathering for a "dance." A detachment of soldiers are sent out under charge of Lieutenants Hawksworth and Morton to round up the "suspicious" Redskins. Through the animosity Morton bore against Hawksworth, owing to the warmth of the former's fiancée for the latter, Morton tricked his opponent during the ambush which resulted in the death of several men. When questioned by the General, Morton led the former to believe that Hawksworth had shown cowardice, and he was court-martialed. The action of the play intensifies during the storming of the blockade by the Indians, who had uprisen from all parts of the country. The bravery of Hawksworth and the cowardice of Morton is brought out when the former volunteers to do courier duty in the face of almost certain death, returning severely wounded to find that Kate, Morton's intended, seeing the folly of her first love, throws herself in Hawksworth's arms, vowing her love for him. Other characters develop great interest during the action of the play, particularly those of a true Indian girl whom Hawksworth had befriended, that of Scar Brow, the defiant chief, etc. The heroism of Kate, the villainy of Morton, the nobleness of Hawksworth, the Major and General, and the stirring scene of the charge of the stockade, the council of war and the "pipe of peace" are a few of the many strong features blended with sufficient humor to refresh the serious-minded throughout four acts of one of the strongest national dramas ever written.

## TEACHING FAITH.

(Continued from Page 1.)

pled in the child's life let me give this illustration. I had told the story of Elijah and Gehazi to the children one Sunday evening, dwelling as forcefully as I could upon the sin of lying, first pointing out its futility, next its consequent repetition, and lastly its far-reaching evil results. Two or three weeks later a friend was reading a story to the children and in it mention was made of a lie and its unhappy consequence. My small boy, aged 6, broke out vehemently, "Yes, that's always the way." Then he proceeded to tell in most animated and picturesque language the story of Elijah and Gehazi, and finished up by saying, "Of course he was found out. If you tell a lie you'll be found out, and then if you tell one lie you'll have to tell another; then you get in terrible alkies. You see, too, the man wasn't the only one who was punished, but all his family and his children's children and their children till everybody was dead."

Most children love to dramatize the Bible stories, and often draw their own lessons from them, which will be more impressive than any which you might desire to give. It is futile to attempt to drive home more than one thought in a story. Make the name of the character stand for the highest type of obedience, the name of Joseph the type of truth, the name of Ruth the type of filial love and the name of Daniel the type of courage.

One can, before the children have reached the age of seven or eight years, after a course of stories in the Old Testament, teach simply but impressively the truth that all the beautiful and noble traits of character found separately in the men and women of the Old Testament are combined in the character of the perfect man, Christ Jesus.

The importance of giving children a good knowledge of the Bible and its teachings cannot be overestimated. The greatest fault lies with the home instruction if children in supposedly Christian homes grow up in ignorance of Biblical characters and history. It is a lamentable fact that the deplorable ignorance of the Bible so manifest among our high school and college young people must be laid at the door of the home. Certainly no stories are more fascinating to growing children than Bible stories, and if it be true that what one learns in childhood is most abiding, where else can the fault lie than in the home. Allow me to emphasize this point upon the mothers this afternoon: Do not cheat your child out of the keen enjoyment and everlasting good of what can be found in the Bible. Many of the teachings of the Christian religion are to be found in stories outside of the Bible. Not in the goodie-goodie stories of the old-fashioned Sunday school library books and such stories as the Elsie Dinsmore series, etc., but in such stories as "Sir Gibbie" and "The Golden Key" by George MacDonald; "The Birds' Christmas Carol" and "Patsy" by Kate Douglas Wiggin, and the old but ever new "Pilgrim's Progress," which latter can be made most interesting to young children. What stronger story of the follies of disobedience and self-will can you find that will interest and impress children more than "A Double Story" by George MacDonald. Blessed are the merciful who forcefully taught in "Black Beauty," while the stories of Elizabeth Harrison, Laura E. Richards, Miss Mulock, and Louisa Alcott are filled with beautiful and ennobling thoughts for little people. Young children early learn to appreciate fine sentiments in narrative poems. My children thoroughly enjoyed Longfellow's "King Robert of Sicily," and Tennyson's "Enoch Arden." Surely such stories as these will lead them to think higher thoughts and do nobler deeds.

Short biographies of great and good men and women told in the form of a story are of immense value in leading a child along the pathway of virtue and character building.

Before closing let me mention one more important point. In your endeavors to impress the teaching of religious truths through story do not be afraid of repetition. Never show the least wear-

ness, no matter how often the child may ask for the same story. Tell it sometimes without the moral and make him supply that; another time draw from him the reproduction of the story and you point out the moral—the same one each time, but in a different way, and with new light if possible. Sometimes tell the story pure and simple without even a hint at the truth therein contained lest the children should come to expect you take part of the Duchess in "Alice in Wonderland," and continually say, "And the moral of that is—"

In this pleasant way children will absorb the eternal truths and their childhood will be made happier and brighter by their desire to live more nearly like the noble examples that have been presented to them.

As you will observe, most of these thoughts are for the help of those who have to do with young children, but as I remarked in the beginning, these practical efforts have been forced upon me by the needs in my own home.

ON HIS WAY TO FAR PEKING  
President of Chinese University  
Passes Through Here on Coptic.

REV. W. A. P. MARTIN, D.D., was a passenger aboard the Coptic Thursday en route to Peking after a four months' absence in the United States, for the purpose of re-establishing the Imperial University, of which, with another educational institution, he has been the distinguished president for thirty years past. He is first cousin of Professor W. D. Alexander, whose guest he has been in this City during his brief stay. He is now 74 years of age, hale and hearty, and full of vim and determination in the work of restoration which he hopes to accomplish at the Chinese capital.

Dr. Martin strongly disapproves of the policy of the United States towards China in the lack of co-operation with the European allies, although he is of the opinion that the allies are not doing their duty toward the native Christians. The Imperial University was established by the endowment furnished by the Chinese Emperor amounting to \$4,000,000 in gold which is now in the Russian Bank. Dr. Martin shares a feeling with others in regard to the fate of the \$4,000,000 and the question now paramount in the minds of those interested in the university is whether Russia will attempt to gobble up the money and claim it as a portion of the war indemnity. Dr. Martin contends that if this university is deprived of its sinews for educating the youth of China by the greed of Russia, the whole civilized world will make an outcry and call a halt upon the Russian Government.

As to the loss of the library, Dr. Martin feels that it is the greatest loss of valuable books and manuscripts since the destruction of the library at Alexandria. The thousands upon thousands of rare volumes and manuscripts, which cannot be replaced, were utterly destroyed by flames and by ruthless and wanton desire on the part of the Chinese to pillage. The books that were not burned, were cast into wells and cisterns; buried, carried away, until not even a vestige of the library's former glory is left. The building itself was saved, as it belonged to the Imperial family.

This building stood next to the Legation structures and in order to make a breach in the entrenched position of the besieged people, the attempt was made by the Boxers and Imperial troops to reach them by destroying the buildings adjoining, which failed. Dr. Martin was one of the besieged and had charge of one of the most important gates on account of his great knowledge of the Chinese language. After being relieved, Dr. Martin with the others made haste to leave the war-ridden country.

For nearly fifty years Dr. Martin has resided in China, and it is said he knows more Chinese literature than any other white man in the Empire. He has written a number of books, among them being "The Cycle of Cathay."

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Society Notes.  
Mr. and Mrs. Paul Isenberg, Sr., are to give a dance on Monday evening at Punahou in honor of the officers of the Austrian cruiser Donau.  
Mr. Barbour Lathrop is to leave Honolulu for New York on the Mariposa, which sails a week from next Wednesday.  
Mr. Mark Robinson was the host at a pleasant luau given last evening to a number of intimate friends.  
Mrs. Edward Suhr will give a dance next Friday evening at the W. R. Castle residence at Waikiki.  
Mrs. Russell Walbridge of Beretania avenue gave a tea Tuesday to about thirty young people.

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